

Content Area: Social Studies**Standard: 3. Economics****Prepared Graduates:**

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation: Sixth Grade**Concepts and skills students master:**

2. Saving and investing are key contributors to financial well-being (PFL)

Evidence Outcomes**Students can:**

- a. Differentiate between saving and investing
- b. Give examples of how saving and investing can improve financial well-being
- c. Describe the advantages and disadvantages of saving for short- and medium-term goals
- d. Explain the importance of an emergency fund
- e. Explain why saving is a prerequisite to investing
- f. Explain how saving and investing income can improve financial well-being

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. Why is it important to save and invest?
2. What types of items would an individual save for to purchase?
3. What are risky investments and why would someone make that type of investment?
4. Why is it important to research and analyze information prior to making financial decisions?

Relevance and Application:

1. It's important to understand why to save and invest for the future.
2. Technology allows individuals and businesses to track investment earnings.
3. The creation of criteria for use of emergency funds helps to save responsibly.
4. The comparison of returns of various savings and investment options and an adjustment of the investments for good financial decision-making.

Nature of Economics:

1. Financially responsible individuals manage savings and investments for their financial well-being.
2. Financially responsible individuals understand the risks and rewards associated with investing and saving.

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- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation: Sixth Grade**Concepts and skills students master:**

1. Identify and analyze different economic systems

Evidence Outcomes**Students can:**

- a. Describe the characteristic of traditional, command, market, and mixed economic systems
- b. Explore how different economic systems affect job and career options and the population's standards of living
- c. Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. How do different systems address the production of goods?
2. How are scarce resources distributed in different types of economic systems?
3. How do different economies control the means of production and distribution of goods and services?

Relevance and Application:

1. Economic development varies and can be compared across countries in the Western Hemisphere including levels of education and average income.
2. Governments and the private sector in the Western Hemisphere cooperate to distribute goods and services, specialize, and are interdependent in the global economy.
3. Career opportunities are influenced by the type of economic system.

Nature of Economics:

1. Economic thinkers study how and why individuals make decisions about purchases.
2. Economic thinkers analyze why different markets develop in different locations.
3. Economic thinkers study the effects of different types of economies on global interdependence.

Content Area: Social Studies**Standard: 4. Civics****Prepared Graduates:**

- Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Sixth Grade**Concepts and skills students master:**

1. Analyze the interconnectedness of the United States and other nations

Evidence Outcomes**Students can:**

- a. Discuss advantages and disadvantages of living in an interconnected world
- b. Examine changes and connections in ideas about citizenship in different times and places
- c. Describe how groups and individuals influence the government and other nations
- d. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations
- e. Analyze political issues from both a national and global perspective over time
- f. Identify historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issues

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. What does it mean to live in an interconnected world?
2. How can you be a productive member of the global community and a contributing citizen of the United States?
3. Why are there greater challenges and opportunities when multiple groups interact?
4. Why are national and global viewpoints sometimes different?

Relevance and Application:

1. Nations are interconnected and affect each other on a daily basis. For example, businesses are affected by the laws, regulations, nations and markets are damaged by drought, earthquakes and other natural disasters throughout the world.
2. Technology provides daily information regarding the interaction between the United States government and other nations.

Nature of Civics:

1. Responsible community members discuss and analyze how various government decisions impact people, places, and history.
2. Responsible community members analyze how the actions of individuals and groups can have a local, nation, and international impact.
3. Responsible community members analyze the relationship between rights and responsibility in national and global contexts.

Content Area: Social Studies**Standard: 2. Geography****Prepared Graduates:**

- Examine places and regions and the connections among them

Grade Level Expectation: Sixth Grade**Concepts and skills students master:****2. Human and physical systems vary and interact****Evidence Outcomes****Students can:**

- a. Classify and analyze the types of connections between places
- b. Identify physical features and explain their effects on people in the Western Hemisphere
- c. Give examples of how people have adapted to their physical environment
- d. Analyze positive and negative interactions of human and physical systems in the Western Hemisphere

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. What are different ways to define the Western Hemisphere based on human and physical systems?
2. How have people interacted with the environment over time in a positive or negative way?
3. How has globalization affected people and places?
4. In what ways are places on Earth interdependent?

Applying in Society and Using Technology:

1. The study of how human and physical systems vary and interact helps to make better choices, decisions, and predictions. For example, resource distribution or trade is based on geographic features and environmental changes over time effect a business.
2. Businesses analyze data regarding physical and human systems to make informed choices regarding production, trade, and resource acquisition.
3. Nations use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls.

Nature of Geography:

1. Spatial thinkers examine places and regions and the connections among them.

Content Area: Social Studies**Standard: 2. Geography****Prepared Graduates:**

- Develop spatial understanding, perspectives, and personal connections to the world

Grade Level Expectation: Sixth Grade**Concepts and skills students master:**

1. Use geographic tools to solve problems

Evidence Outcomes**Students can:**

- a. Use longitude, latitude, and scale on maps and globes to solve problems
- b. Collect and analyze data to interpret regions in the Western Hemisphere
- c. Ask multiple types of questions after examining geographic sources
- d. Interpret and communicate geographic data to justify potential solutions to problems
- e. Distinguish different types of maps and use them in analyzing an issue

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. How can geographic tools be used to solve problems in the future?
2. How does where we live influence how we live?
3. How do populations, physical features, resources, and perceptions of places and regions change over time?
4. How has land been acquired by countries?
5. How have geographic factors influenced human settlement and economic activity?

Relevance and Application:

1. Technology is used by individuals and businesses to answer geographic problems such as the spread of disease, migration patterns, and distribution and loss of resources like water supplies.
2. Geographic tools help to solve problems in daily life. For example, a car GIS is used to find a location, maps are used by tourists, and directions are found on the Internet.

Nature of Geography:

1. Spatial thinkers use geographic tools to develop spatial thinking and awareness.
2. Spatial thinkers evaluate patterns that connect people and their problems to the world.

Content Area: Social Studies**Standard: 4. Civics****Prepared Graduates:**

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation: Sixth Grade**Concepts and skills students master:****2. Compare multiple systems of government****Evidence Outcomes****Students can:**

- a. Describe different forms of government
- b. Identify how different forms of government relate to their citizens. Topics to include but limited to democracy and authoritarian government
- c. Compare the economic components of different forms of government
- d. Compare various governments' and the liberties of their citizens

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. How do you define good government?
2. What evidence can you find of effective and ineffective governments in the past and the present?
3. What would a government look like if you created it?
4. What are the consequences if a government does not provide for the common good?

Relevance and Application:

1. The ability to understand the different forms of government affects daily life. For example, employees work in international corporations and tourists visit countries with different laws, rules, and regulations.
2. Knowledge of government is essential for understanding the implications of events around the world.

Nature of Civics:

1. Responsible community members discuss personal and national actions and their global consequences.
2. Responsible community members identify ways in which lives are enriched and challenged because of the interconnected nature of a global society.